

Unit Plan

Department:	World Languages		
Course:	Level 1 - Novice		
AP Theme:	Contemporary Life		
Learning Scenario	Students will travel to various sites in Puerto Rico in search of the elusive coqui. They will begin their search in El Yunque and will learn a bit about rainforests in general before exploring El Yunque in detail. They will then travel to other parts of the island in search of the coqui. As they travel the island they will visit various sites and encounter island specialties. They will work with a classmate to design their ideal short term vacation in Puerto Rico and will create a campaign that will draw attention to the endangered coqui.		
Standard(s):	World language state and national standards are given in the course outline. Course level enduring understandings and essential questions are also in the course outline.		
21 st Century Skills	__ Communication __ Collaboration __ Critical Thinking and Problem Solving __ Creativity and Innovation __ Information Literacy __ Media Literacy	__ Technology Literacy __ Flexibility and Adaptability __ Initiative and Self-Direction __ Social and Cross-Cultural Skills __ Productivity and Accountability __ Leadership and Responsibility	
ELA Common Core	__ Reading Literature __ Reading Informational Text	__ Speaking & Listening __ Writing __ Language	
Desired Results			
Understandings	<ul style="list-style-type: none">• Culture and environment shape our communities.• What is important in a culture is often invisible.• The rainforest ecosystem is critical for our well-being.		
Essential Questions	<ul style="list-style-type: none">• How do we begin to understand another culture?• Why is the rainforest ecosystem so important?		
Skills / Functions what students will know and be able to do		Knowledge what students will need in terms of vocabulary and structures to demonstrate their knowledge	
		Essential Vocabulary	Grammar

identity where rainforests are found in the world	Where are rainforests? Is there a rainforest in....? there are rainforests in (names of countries)	
identify common features found in rainforests	there is, there are waterfalls, insects, plants, animals, birds	
say what you do in the rainforest	walk, hike, swim, zipline, camp, horseback ride	
comment on foods you eat/drink	Do you like...? What do you like? What do you drink? Are you hungry/thirsty? I'm hungry/thirsty. I'm not hungry/thirsty. I like/don't like I eat/drink mango, papaya, pineapple, banana coconut, coconut milk, pinchos	
name and describe animals that live in the rainforest	frogs, snakes, parrots, butterflies What is the (animal) like? It is big, small, pretty, ugly ferocious, dangerous color, sings, swims, flies, lives in trees	

say why I want or don't want to visit certain places in Puerto Rico	Do you want to visit...? Do you want to go to...? I want/don't want to visit / to go... (various places – Luquillo Beach, Ponce	
accept and refuse suggestions to plan a schedule	Let's go to.... Would you like to..... I would like to... because I would prefer to because I really don't want to.... because	
comment on the weather	weather terms, seasons	

Assessment Evidence

Performance Task Summary (Integrated Performance Assessment)

Interpretive	Students will read and view short texts on different aspects of Puerto Rican culture. They will use the information from the texts to create a schedule for their time in Puerto Rico.
Interpersonal	Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico.
Presentational	Students will create an additional event for the story <i>Everywhere Coquí's</i> . They will identify another location on the island of Puerto Rico for the coquí's as they attempt to escape from the parrots in the rainforest. They will select a location, say what the coquí's see and do while there and then indicate that they are moving on.

Additional resources for this unit available at:

<http://lauraterrill.wikispaces.com/AATSP+++Coqu%C3%AD>